

S

The Shakerite

#ohhyeohhh!



Did you drink the
twitter
Kool-Aid?

It's potentially dangerous,
but everybody's doing it!
Pages 8-9

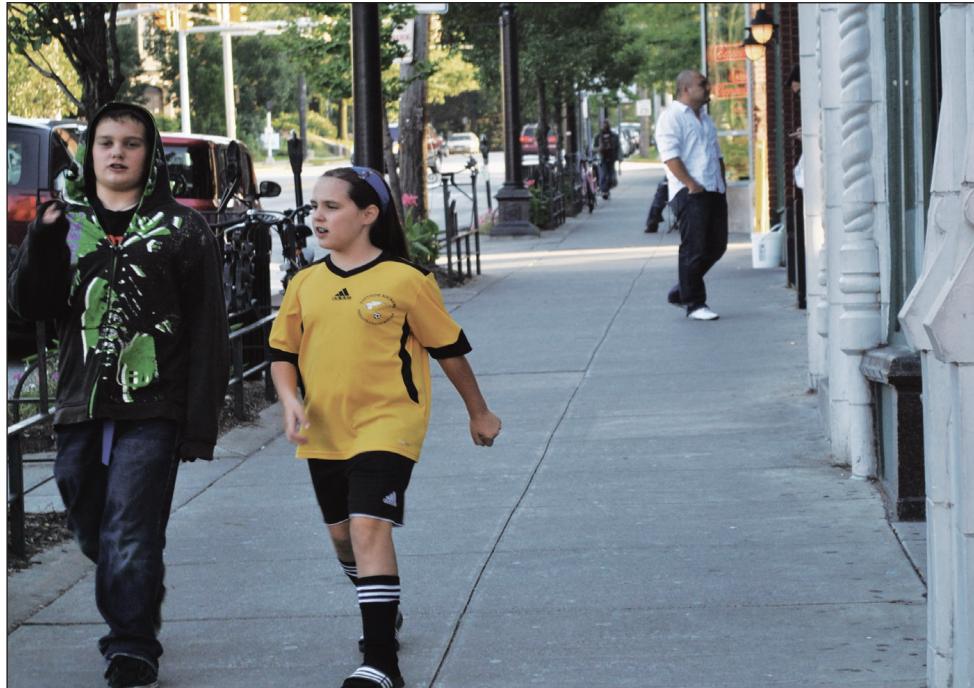


Rapper MGK joins flash mob fray

Colson Baker ('08), aka Machine Gun Kelly, was arrested for disorderly conduct Aug. 20 during a flash mob he organized at Strongsville's Southpark Mall. Released and fined \$230, he tweeted: "If having fun with my fans and bringin the rage back to my hometown means I have to be arrested . . . then keep pullin the cuffs out #iwontstop." He recently signed with Bad Boy Records.



POST-RIOT, COVENTRY CURFEW WORKS



LIZ JACOB • THE SHAKERITE

TWO CHILDREN ON Coventry at 5:30 p.m. without adult supervision. The kids left before 6 p.m.



LIZ JACOB • THE SHAKERITE

COVENTRY PICTURED AFTER 6 p.m. Children are absent and the area is populated by adults.

Following flash mob, Cleveland Heights City Council creates 6 p.m. curfew for kids under age 18

BY JULIA SCHARFSTEIN AND ALLIE HARRIS
CAMPUS AND CITY EDITORS

Despite the creation of the Coventry curfew, Shaker students do not see it as a reason to stop going there.

Junior Ian Clark, a frequent Coventry visitor, said the curfew has stopped him from going to Coventry a few times but "in general, I still go if I wanna go."

"Actually, I haven't seen anyone enforcing it," Clark said. Still, Clark said, "it sucks and I want them to get rid of it."

The rowdy flash mob organized by teenagers at the June 26 Coventry street festival led Cleveland Heights City Council to create a 6 p.m. curfew in the district for all children under the age of 18 unless accompanied by a parent or other adult.

Communication through social networking sites such as Twitter and Facebook helped organize the mass numbers of teenagers.

According to Cleveland Heights Law Director John Gibbon, on the night of June 26, teenagers started gathering at the Coventry street festival.

Gibbon said the mobs of people got out of hand, and people in attendance started to feel uncomfortable. Someone set off a firecracker, and, thinking it was a gunshot, people ran in the opposite direction. Families were separated. Several arrests were made by Cleveland Heights police, and dozens of teenagers were taken

away from the scene in paddy wagons.

Despite the danger flash mobs can cause, senior Ashawnta Bell sees them as something fun. "It's cool to flash mob. You want your friends to show up somewhere, so I don't see what's wrong with it," Bell said.

The issue was discussed at Cleveland Heights town hall meetings in the days following the mob. It was decided that enforcing a strict curfew would be the best way to deal with the issue immediately. Young people who frequently go to Coventry agreed.

Beginning June 29, anyone under the age of 18 had to be accompanied by an adult after 6 p.m. The choice of 6 p.m. reflected concern for businesses. Restaurants, in particular, start to get busy at that time, and many offer outdoor dining.

"Six o'clock is a little bit early, but it's necessary for a curfew because the Coventry fest was out of control," junior Asia Hoyett said. "People should be allowed to get together, but they need to know how to act in public."

"It's sad for the people who live in Shaker Heights because they hang out there, and people from other schools ruined it for them. It's sad that a few teenagers ruined it for everyone," junior Lezlie Richards said.

Law Director Gibbon said he's heard only positive responses from teenagers. "I have heard no complaints from young people,

and a lot of young people have spoken out. They have all been supportive," he said.

Cleveland Heights police have been keeping an eye on the situation. According to Gibbon, arrests have been made since the curfew was enacted. When minors are arrested for curfew violations, parents or guardians must pick up their children from the station. In addition, parents must pay a \$50 fine.

Coventry store owners have noticed a difference since the institution of the new curfew.

In a phone interview, a Grog Shop employee commented that business has not been largely affected but that concert attendance has decreased by about 10-20 percent. Complaints have come "mostly from concerned parents."

Chipotle on Coventry has also noticed a difference. "Business has dropped down a little bit. It's not as busy during nights," an employee said.

A Tommy's employee said the new curfew has made it safer for people to walk on the streets.

Junior Fari Bustamante hasn't gone to Coventry since the curfew began, but she said that it will probably stop her from going as often.

She said, "Six is kinda ridiculous. My friends and I like to go out later."

WATCH OUT! TEACHERS CAN NOW CONTROL YOUR PC SCREEN

BY NATASHA ANDERSON
STAFF REPORTER

New software piloting in the library computer lab prevents students from accessing the Internet during class.

Vision 7 was installed on the library computers last May, and currently operates in a demo mode. Vision 7 allows the teacher to "freeze" students' screens, block websites or only permit typing on Microsoft Word.

With the software, teachers can also lock the class' computers and have their screens display the teacher's computer screen, or use a split screen in which half the student's screen shows the

teacher's presentation and the other half the student's screen.

"Whatever I do shows up on their screen, and they can't do anything but watch," school librarian Patricia Lawrence said.

Lawrence also had a microphone installed in the lab's sound system. Students will not only be able to view the presentation on their screen, but can clearly hear their teacher as well.

Some students have already had the Vision 7 experience.

"It was fun, but not very helpful," freshman Samuel Johnson said. "The teacher explained how to do the assignment and said, 'It's on your screen.' Half the kids didn't even pay attention."

Lawrence discovered this software at Cleveland State Univer-

sity and decided to pilot the program at Shaker. She wants students to get the most out of their education and thinks the fact that teachers can control what their students are doing can benefit the students limiting the distraction of surfing the web while a teacher explains an activity.

Lawrence introduced Vision 7 to the English department at their Sept. 19 meeting and knows that information regarding the program is getting around by word of mouth.

Vision 7, which costs \$1,000 per lab is "so far a good investment" according to Lawrence. "Students won't like it, but in the long run they will be happy. They want freedom, but they need to learn."

IF YOU WANT A PC, DON'T BE LAST TO LAB

BY BRIDGET COOK
STAFF REPORTER

As English class sizes reach 30 students, the high school's computer labs are no longer big enough to accommodate everyone.

According to records obtained from Assistant Principal Ann Spurrier, the average English class size this semester, not including special education, is 23.3 students.

However, many teachers are still dealing with larger classes. In the English department, at least seven teachers across all four grades teach classes with 27 to 28 students in them. Mike Babinec's junior English class comprises 30 students.

Each lab has at most 26 computers. Most have at least one or two broken machines.

Librarian Patricia Lawrence has noticed the over-crowding in the computer lab this year. "There usually isn't enough room in the lab for everyone, and people trickle out into the main library to get computers, which takes away from students in study hall," she said.

The high school has three PC labs: the library lab (26 PCs) Room 108 (23 PCs) and Room 253 B (25 PCs). Other places with computer access for students include Room 109 (25 PCs), the library and Room 216.

A district policy of not replacing English teachers has helped create crowded classes. Elizabeth Colquitt, an English teacher on sabbatical this year, taught four classes last year and had 102 students.

The district did not hire a replacement for Colquitt this year. In recent years, the district has also not hired replacements for teachers who have retired or left the district. "Teachers are going on sabbatical, which is fine,

but no one is being sent over to replace them," Lawrence said.

Director of Communications Peggy Caldwell said student enrollment did not warrant the hiring of new teachers.

"We would prefer to leave positions unfilled if enrollment allows it," Caldwell said.

"Some times of the day are crowded because some sections are larger," Caldwell said. "More computers are being installed in Room 200. It [the computer shortage] is a known issue, and we are trying to address it."

Room 200 is a foreign language lab with 23 PCs.

Emily Shrestha, who teaches Anatomy of Writing, also has space issues with her classroom, Room 109.

"There [aren't] enough chairs for everyone, and two of the computers don't work," said Shrestha as she gestured to her students crowded around a table.

The problems extend beyond English classes. Silvia Sheppard, a Global Studies and American Experience teacher, often brings her students to a computer lab to conduct research.

"I'm anticipating it being an issue," said Sheppard, who has 28 students in one Global Studies class this semester and is scheduled to have 30 in one class next semester.

Teachers aren't the only ones feeling the effects of the overcrowded labs.

"In my Biology class, we had to rush to get a seat in the library computer lab," said sophomore Brianna Sotkovsky, who has 24 biology classmates. "If you didn't get one, you had to sit outside the lab behind a window and miss out on what the teacher was saying."



BRIDGET COOK • THE SHAKERITE

PC LABS THROUGHOUT the high school cannot accommodate English classes as large as 30 students this year. Students are forced to share computers or to spill over into the library or adjacent classrooms to gain access to a PC.

State law cools clubs' bake-sale fundraisers

BY ALLIE HARRIS
CAMPUS AND CITY EDITOR

No more cookies, no more cupcakes, and no more fundraising. At least not during lunch.

Due to a new Ohio law, selling food during the day that is not authorized by the school's cafeteria system is illegal.

Ohio legislators passed SB 210 as an attempt to curb child obesity by eliminating the opportunity for students to make unhealthy decisions. Sophomore Anna Katz disagrees with the new law. "I don't see the problem because it's not the school's job to decide what I eat," she said.

In the past, many clubs benefited from bake sales. "It's very disappointing to see such a great means of fundraising go," said Assistant Principal Eric Hutchinson, who coordinates the group

bake sale schedule. However, bake sales can be held, as long as they do not occur between 8 a.m. and 3 p.m. In addition, students can give food away for free to raise interest in their group, Hutchinson said. Bake sales were popular because 100 percent of profits went to the clubs, unlike pizza or doughnut sales.

Clubs have turned to alternative sale ideas. The crew team held a doughnut sale before school. "I was really surprised when I first heard that the bake sales were banned because almost all the clubs and teams need money to keep their clubs running, and the only way to get money is through those sales at school," senior crew captain Luchang Zhang said. Zhang said that the crew team plans to do more doughnut sales throughout the year.

The new Ohio law was preceded by the district's food for sale policy. Published in 2009, it forbids sale of unauthorized food at

school. The document states, "No foods or beverages, other than those associated with the District's food-service program, are to be sold during food-service hours."

Hutchinson was not aware of this district-wide rule. "I'm just as surprised to hear this as anyone else," he said. California has a similar law, which was adopted in 2005.

According to Hutchinson, another reason bake sales are not allowed is due to competition with the cafeteria system, AVI. However, Director of Communications Peggy Caldwell said that competition is not a factor. "No, definitely not," she said.

Some students are impartial to the ban. "I'm not really sad about it," freshman Sarah Marek said. However, Katz said, "I just don't see the point; people are going to eat whatever they want no matter what."

STATE RATING AFFECTED BY FEW STUDENT SCORES

BY JULIA SCHARFSTEIN
CAMPUS AND CITY EDITOR

In a school of more than 1,800 students, the performance of one student has never been more important.

The system the Ohio Department of Education uses for school report cards is organized so that one student's Ohio Graduation Test score can make the difference between an effective and an excellent rating, Principal Michael Griffith said. This is why he considers Shaker Heights school district's "effective" score misleading.

Griffith explained the precise numbers of students whose OGT performance caused the high school to miss state benchmarks. For Among special ed students who took the OGT math test, "We had 45.9 percent pass and we needed 46 percent," Griffith said. "If one other special ed student had passed, we would have made it."

To reach the science benchmark, "We needed four kids to pass," he said. Even students who didn't take the test affected the high school's rating. "Seventeen kids didn't test. If one of those kids tested, we would have made it," Griffith said.

The ratings published Aug. 24 gave each district a grade that ranges from excellent with distinction to academic emergency.

Cuyahoga County's districts received five ratings of excellent with distinction, 14 excellent, three effective, six continuous im-

provement and three academic watch. While Shaker was rated effective, Beachwood and Solon were rated excellent, and Orange, Mayfield, Chagrin Falls, Twinsburg, Aurora and West Geauga all received excellent with distinction ratings. Cleveland Heights, South Euclid-Lyndhurst, Richmond Heights and Euclid received ratings of continuous improvement.

In response to the rating, English teacher Paul Springstubb authored an editorial for Plain Dealer Sept. 10 arguing that the school report cards are extremely misleading.

In his article, Springstubb analyzed two sets of data that are not shown in the report cards but significantly affect the outcomes.

First, he looked at economically disadvantaged students. "In the top 10 high schools, the average is about 2-8 percent economically disadvantaged," Springstubb said in an interview. "At the bottom 10, the school with the least economically disadvantaged was 60 percent, with the average being 75 percent."

"Close to one-third of our students are economically disadvantaged," Springstubb added. It is known that poverty affects education, he said; the problem is no one knows how to change that. "[The ODE] wants to pretend it's the school and the teachers," he said, using an expletive to characterize that approach as worthless.

Springstubb's second point concerned the Scholastic Aptitude

Test. Fewer than 1 out of 10 students took the SAT in the 36 Northeast Ohio school districts, but 47 percent of Shaker students took the SAT and scored well, on average. "Out of all the school districts with more than 45 percent of students taking the SAT, Shaker has the highest mean score, with an 1192 [on the 1600 scale]," Springstubb said.

Principal Michael Griffith agreed with Springstubb's argument. He said the effective grade was "terribly inaccurate" while also expressing his concern about the design of the system. "We made tremendous growth" Griffith said, but "we didn't make enough."

"The frustration would mostly be that I feel bad for the staff. The final statement doesn't show all the effort," Griffith said.

Griffith's plan for the upcoming year is to make sure every group is growing academically.

"More dialogue between middle school and high school teachers" is an important step, Griffith said. A tighter connection between intervention specialists and teachers is being made for students with learning disabilities as well.

"The grade Shaker received doesn't reflect the actual quality and excellence of Shaker schools. I hope everyone can look beyond this score and focus on the true value of our school," junior Ana Sinicariello said.



1 FLOODING AND HARSH winds from Hurricane Irene snapped power lines, downed trees and washed away roads in West Wildwood, N.J. Irene hit land near Puerto Rico Aug. 22 and moved up the Atlantic Coast of the United States. Fifty-five people died in the storm, and U.S. damage is expected to reach \$7-15 million. Dana Finley ('11), whose flight to Boston to begin college at Boston University was cancelled, said that Irene was mostly just annoying. "It wasn't a huge disturbance here," she said.

6 things to know in the news

2 For the first time in its history, India is making an effort to record the existence of each of its citizens. This process, which consists of scanning each person's fingerprint and eye patterns, will link more than 1.2 billion people across the country. Citizens will receive a 12 digit identification code that will enable them to open bank accounts, activate cell phones and obtain access to welfare. Despite these perks, many people do not trust the Indian government to have so much information. "It's controversial," said history teacher Roy Issacs. "It can be a great benefit, but it's also stronger intrusion into people's lives. I compare it to what's happening in America."

3 In response to crises in two of Japan's nuclear plants following the March 11 tsunami, the German government has decided to permanently shut down all of its nuclear reactors by 2022. Following the tsunami, eight of the country's 17 reactors were disconnected, and German electrical companies are currently working to ensure that enough power will be generated to avoid blackouts this winter and beyond. German officials hope that renewable energy, which currently meets 17 percent of the country's electrical demands, will eventually replace nuclear energy. The Perry Nuclear Power Plant's Reactor 1, located 31 miles from Shaker in North Perry, Ohio, was recently found to have the greatest revised risk of damage from earthquake activity of all U.S. nuclear reactors.

4 The U. S. Census Bureau has reported 46.2 million people are living under the poverty line, the highest number since counting began in 1959. This is the third consecutive year that the poverty rate has increased. Nathaniel Hsu, biology teacher and adviser to Youth Ending Hunger, said that he has not noticed an increase of people visiting Holy Spirit Soup Kitchen where YEH volunteers. "But, as more are getting poor it might be because those people are too shy or embarrassed to come."

ENGLAND ENDURES WAVE OF RIOTS ORGANIZED ONLINE

5 Riots coordinated by use of social media broke out throughout England Aug. 6 after a peaceful march in response to the police shooting death of a man suspected of drug-related murders. Rioters set fire to buildings and businesses, threw fireworks at police officers and fought in streets. Following the riots 1,715 people were arrested and charged with crimes associated with the riots, including looting, vandalism and trespassing. The riots were another example of young people using technology to organize their actions and evade police. Junior Matt Langhinrichs said that even though riots and flash mobs seem to be trending, he is not concerned that they will come to Shaker. He said, "The Shaker police are good people; they do their jobs and are just in their judgments. I just can't see a riot happening at all."

COMPILED BY SARAH-JANE LORENZO



BUILDINGS IN CROYDON, Surrey, were set afire during a riot Aug. 9. Rioting began Aug. 6, and ended Aug. 10. Damage and policing are expected to cost British taxpayers more than \$182 million.

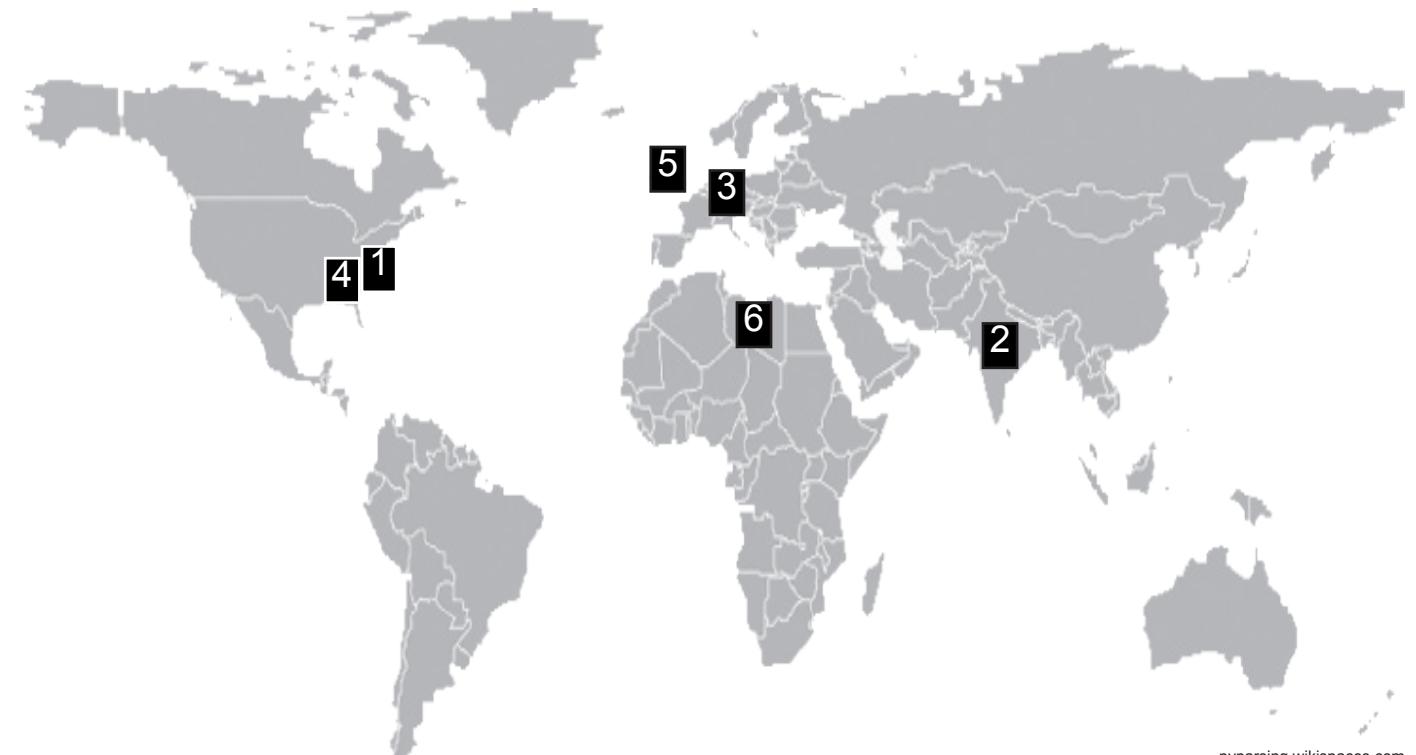
Civil War in Libya

6 In a tide of uprisings and revolutions that have come to be known as the Arab Spring, protests against Libya's dictatorial government began Feb. 15 and evolved into a civil war. On Aug. 22, under the pressure of NATO, Dictator Moammar Gadhafi stepped down from his position and fled the country. Even though Gadhafi is gone, the rebel government is still cracking down on supporters and those who are suspected to support him. Because Gadhafi was said to have used mercenaries from sub-Saharan Africa, black and dark-skinned Libyans are being imprisoned, abused and executed. Jamal Dillman-Hasso ('11), who attends Swarthmore College, worked to raise awareness of issues in the Middle East while at Shaker. He believes, with reservations, that the new government is a step forward. "The new Libyan Arab Republic is potentially the first democracy that Libya will have ever seen," he said, "But if it continues down the path that it is going down right now, it could just as easily wind up as being the same type of government it was rightfully created to replace."

COMPILED BY SARAH-JANE LORENZO



NEW LIBYAN ARMY commander General Khalifa Hifter spoke to former Libyan military officials at a meeting on Wednesday, Sept. 14.



Love it on paper, adore it online

The Shakerite is going digital! Soon you will be able to access stories from the print edition as well as additional coverage from the comfort of your laptop, smartphone or stinky old PC. Look for www.shakerite.com when Issue 2 hits the classrooms Oct. 21.



Wearing clothes and feeling good... maybe

When she was on vacation in Arizona, first lady Michelle Obama stepped off Air Force One wearing a pair of shorts. They were just a pair of ordinary shorts, yet they were so much more.

Americans criticized Obama for wearing shorts that were too informal for the "iconic descending-from-Air-Force-One setting," according to Time Magazine.

I guess the first lady was expected to wear some sort of designer-made, fashion-forward outfit. On vacation. In Arizona. Instead she wore generic, brandless shorts.

The media quickly helped spread word of the biggest fashion faux pas in the history of forever.

Polls plastered the Internet asking whether or not the mid-thigh shorts that Obama wore were completely inappropriate.

The results: 83 percent of U.S. citizens who wasted their time

voting said that the first lady should be allowed to wear shorts. The other 17 percent continued to criticize Obama's fashion choices.

The same ridiculous fashion criticism is heard all around Shaker. It's all about what look is deemed appropriate for school.

But appropriate at Shaker is not about how revealing the clothes are. Instead, the conversation revolves around whether or not a person sports clothes marketed by an "in" brand.

But brand names aren't what make the look. People don't look better because their jeans are made by Seven or True Religion. That \$90 pair of Sperry's isn't worth the money if walking from class to class in them will make your feet hurt for the next month. And by the way, that Coach purse with the famous Coach "C" plastered all over it is just free advertising for the company.

There is nothing wrong with a comfortable pair of jeans and a T-shirt. Wearing a pair of Nike tennis shoes to school doesn't make people cooler than the people wearing Sketchers sneakers.

Plenty of clothes or shoes become cool a couple years down the road. Converse sneakers were once the height of fashion in the '50s and '60s. Now the shoe has made a huge comeback.

It's true that people compliment pieces of one another's outfits, but almost never the entire look. I hear compliments about a new pair of Uggs or a North Face jacket that is really cute (even though you might have bought them last year, they're still "in"). But for each compliment I hear, two or three people say the look is ugly.

Shaker schools are supposed to be relaxed and tolerant about diversity, including the way people are dressed. But the comments that people make don't live up to that standard. Not everyone needs designer jeans.

Not even the first lady.



Sarah Shaw



Fari Bustamante-The Shakerite

TWEETING YOUR FUTURES GOODBYE

Tweeting in class. It's like passing notes on the Internet.

Twitter use has reached 200 million posts a day, and, according to researchers, most of them are junk. Students contribute their share of those tweets during class while commenting on their teachers and peers, never giving thought to how these insults might affect them in the future. Everyone remembers the stupid things their peers say – at least until lunch or soccer practice. But a tweet is forever saved in cyberspace. Voluntarily posting every thought that comes into your head, which seems to be Twitter's reason for being, is a sure way to say something stupid, regrettable and irreversible.

On Sept. 9, a Shaker student (who has a public Twitter account) tweeted during class a wish for the teacher to fly away using her underarm flap "wings." This student has also posted dozens of offensive tweets that targeted teachers and students alike. Legally, this student has done nothing wrong, but such vicious, profane and on-the-spot thoughts can't be adjusted or permanently deleted. Even if your conscience doesn't filter your hateful language, your ambitions should. Colleges and employers know how to look for private information; followers aren't the only ones who can see private tweets. Interviewers will scour social media to learn the truth about a candidate's character. Examples of people losing jobs due to Twitter posts abounds.

It may be fun to pass the time by virtually assaulting your teacher or classmate in 140 characters, but a single tweet can prevent you from going to your first choice school or prevent you from getting a job. It could also violate the Shaker's harassment policy. In the case of this student, The Shakerite has digital copies of these damaging Twitter posts. We chose not to print them or identify the student who wrote them. We doubt that this student's acquaintances, the administration, prospective employers or colleges would be so kind as to ignore the student's Twitter behavior if discovered.

If you are a Twitter user, the people who may see your tweets

includes your followers, their friends, their family, your family and, if you're not careful, the rest of the world. Twitter's privacy settings include "private" and "not private," and the private setting is far from what the name suggests. Facebook and Twitter pages are the first visible links when a person Googles an individual. Twitter has set up blocks around the contents of a private Twitter page, but some information is still available, and there are many ways to get around the blocks. On the other hand, the "not private" setting has no blocks whatsoever; it really means 100 percent public, allowing access to anyone who wants it.

Derogatory public tweets can seriously affect a person's future, whether he or she is the tweeter or the target. For the person on the receiving end of the tweet, a few things could happen. Their reputations could be damaged based on false information, prompting the targeted individual to sue the tweeter for libel. Libel constitutes publication of a false, damaging statement about an identifiable person. Calling someone ugly in a Twitter post is not libel. It is hurtful and shouldn't be done, but it does not damage the target's reputation. Saying that a teacher failed you on purpose, for example, is potentially libelous. The message could damage a teacher's professional reputation, and the person who tweeted – not Twitter – could face a lawsuit. Because the essential defense against a libel charge is that the information is true and can be proved in court, students who posted such statements would be hard pressed to defend themselves against a libel charge.

To all of the tweeters out there, be mindful of what you tweet. There are undoubtedly many more students abusing others via Twitter. We chose not to identify one of them, but other people won't be so kind. Your cruel words could end tragically – for you or for the target of your hate.



Days overdue and drowning

Fifteen days. That's three full weeks of school. That's how many times I missed school entirely or missed at least half a day during the first semester of my sophomore year.

I wasn't cutting class; I was actually sick. Severe food allergies arose, and I missed several days due to medical testing and the ensuing complications. I eventually had surgery and missed four more days.

When I came back to school, I was totally lost.

I struggled to complete all of my makeup work, but had an even harder time keeping up in class. It was a distressing cycle. The more I focused on finishing my makeup work, the further behind I fell in all of my classes.

My teachers were all understanding and allowed ample time to make up work and take tests. But that didn't ease the burden. Recovering from surgery is exhausting enough, but the monstrous amount of makeup work made it excruciatingly stressful.

It wasn't fair. I missed school for legitimate medical reasons, and the second I got back to school, I was bombarded with homework, essays, projects and makeup tests. After a little more than a month, I finally caught up. I missed more than half a month of school, and it took me twice as long to make up everything.

I missed things such as partner labs and group assignments, but I was still responsible for completing them. To make these up I had to come in on my own time and complete assignments that were meant to be done with a partner.

Sometimes the makeup tests teachers give are harder than the original tests. If a student skips class or has an unexcused absence and misses a test, then I don't see a problem with giving them a harder makeup test. But it's not fair to penalize students who do not choose to miss school.

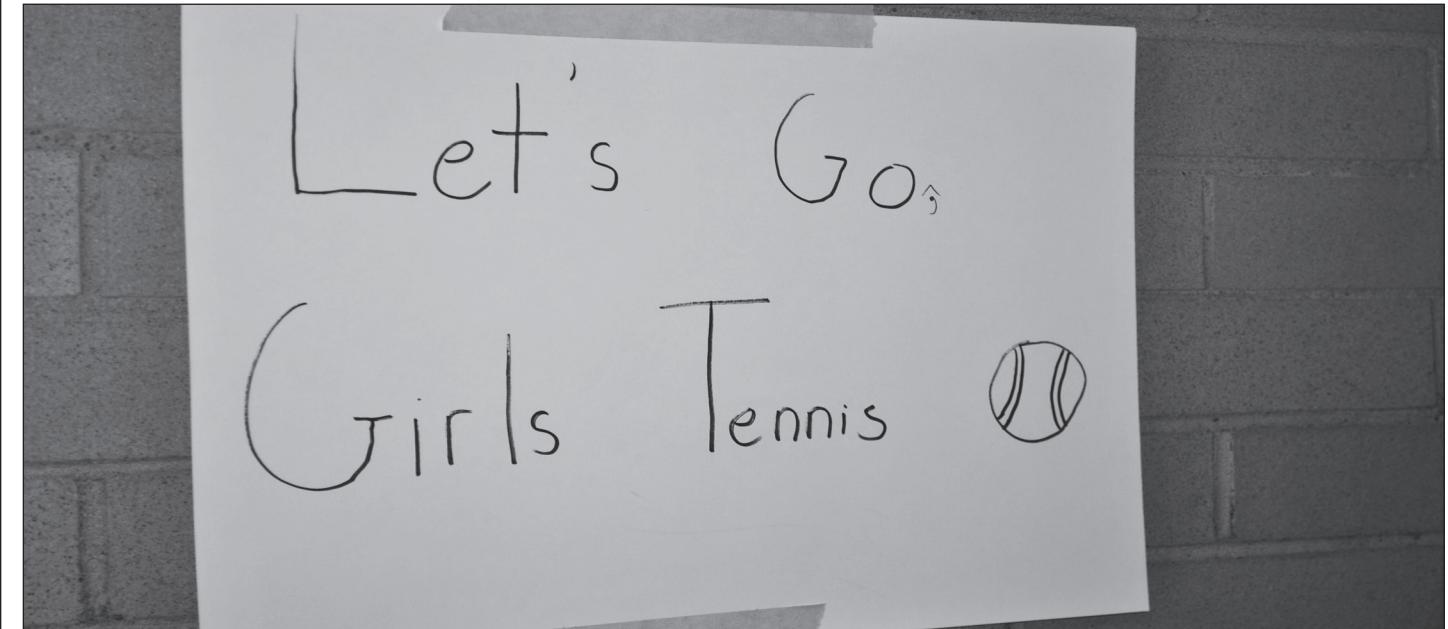
The school needs to create a humane policy for makeup work. Principal Michael Griffith said that if a student is excused, teachers are required to give the student a reasonable amount of time to complete the makeup work. There is no one policy because the school handles each absence on case-to-case basis. Solon High School's policy states that "Makeup work is due to the teacher as soon as possible. The number of days allowed should be equal to the number of days of absences." A new policy should specify that when students miss an extended period of school, teachers should limit the assignments that students must complete by emphasizing quality over quantity. Students should also be exempted from in-class group projects; it is too difficult to complete them unless you were present that day.

Students should also be their own advocates. Some can grasp a lesson without crawling through multiple worksheets and assignments. If they feel that not all of the makeup work a teacher requires is necessary, they should politely tell them so, and teachers should not take offense.

More importantly, failing to create a reasonable policy means students will continue to come to school sick in order to avoid grueling makeup work. While this was not my experience, it's the reality for lots of kids who suffer from mono, strep or the flu. I don't want to have to sit next to someone who is sick and miss another 15 days of school.



Samantha Weisner



Liz Jacob•The Shakerite

THIS NEON GREEN poster, which was placed in the up stairwell on the second-floor landing, caught the attention of an unknown grammarian who used a pencil to insert a comma where the poster's creator had used a period.

LEARN TO WRITE, SHAKER

SAMANTHA WEISNER
OPINION EDITOR

Let's go, Shaker. Let's learn to use our commas. Like the one in the first sentence of this story. I may be a grammar dork, but you're driving me crazy with your comma-less posters wallpapering the school.

There is a specific rule for commas in direct address. A website dedicated to explaining grammar errors, www.grammarerrors.com, urges you to "Always use a comma when directly addressing someone/something, regardless of whether the direct address is at the beginning or end of the sentence. If the direct address is in the middle of a sentence, use a pair of commas to set off the direct address."

The number of posters that exhibit grammatical errors in Shaker is astonishing. On some posters there are misspelled words and frequent incorrect usages, or lack of comma use and other punctuation gaffes. We are, after all, in a school and should be trying our best to be grammatically correct. This month, the walls were full of posters urging everyone to "go" with a statement of direct address. I struggled to find even one that used a comma between the verb and the person being

addressed.

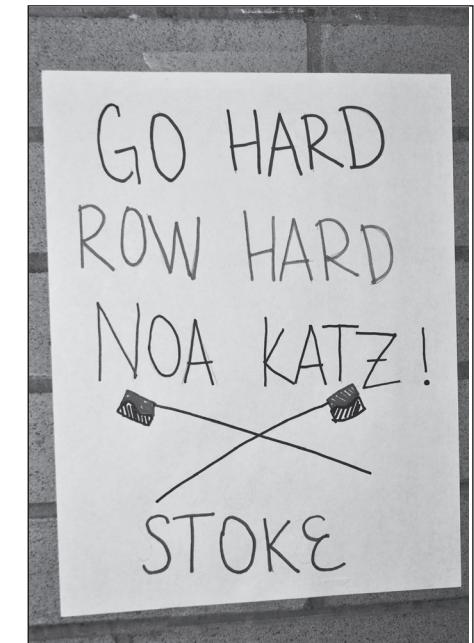
If we can't even punctuate a simple sentence for a team poster, how can we be expected to punctuate essays or research papers? No matter what you made the poster for, you are still in a building where commas matter.

A poster for the girls' tennis team, which someone hung up in one of the stairwells, featured a comma error (but kudos to the author for correct apostrophe use in "let's"). Someone used a pencil to fix the comma error. So obviously, not everyone is ignorant of the most basic grammar rules, but you wouldn't know that by looking at the abundance of errors on posters all around the school.

That poster is just one of the dozens of around school I could point to as an example of sloppy language. Some are as simple as writing "vary" when you meant "very."

While many don't consider grammar and spelling errors to be a big deal, I believe that they make us, as a school, less credible. If you can't edit an ad for your club, why would I want to join it?

The solution is simple: take the time to proofread your poster. Or show it to a teacher before taping it up. This way, you can pick up mistakes and fix them before posting your errors for the world to see.



Liz Jacob•The Shakerite

THIS SHAKER CREW poster in the hallway is one of many exhibiting incorrect comma use. The poster needs a comma after "Go hard" and a comma after "Row hard." During our production week, we saw only one crew poster featuring correct comma usage.

Spirit days offer break from boredom

To the editor:

I recently read an article in The Shakerite that I thought was really opinionated and biased. "The clothes don't make the spirit" came off as a really negative article. I understand that was her view on school spirit days, however I think the article could have benefitted from an interview from a student who enjoys spirit days. I myself have been in Student Council for two years. I always participate in spirit days. I think they're fun and brighten up the month of April. For the people who do dress up, there's an instant connection if you see them in a hallway and you scramble to get your camera phone out to take pictures.

I know some people don't see the point in them, which is why they don't dress up, but I personally love them and I'm thankful we have them. I know school would be a lot more boring without them. Spirit days alone aren't going to unify our school; people coming together to have fun and dress silly is what will unify us. If people don't participate, then we can't become unified. However if everyone did, I think we would be shocked at the effect it would have on us all. Ale Bliss, junior

We want to print your thoughts about our coverage, a school policy or anything on your mind. E-mail letters to the editor to shakerite@shaker.org, or put them in the Shakerite mailbox in the Main Office.

Letters to the Editor

WELCOME TO IB HIGH SCHOOL



The mosaic located just inside the building's main entrance says little about Shaker, a lot about IB

SAMANTHA WEISNER
OPINION EDITOR

The first thing I see when I walk into school each day is the new International Baccalaureate mosaic. It looks really nice, but I'm not an IB student.

Shaker becoming an IB school has been a great thing, but I feel that the IB program and the IB students get more attention than anyone else. They have T-shirts, and IB picnics, and now, they have a new mosaic in one of the most central places in the school.

The "Implementing the IB learner profile" section of the IB website states, "In a school that has a commitment to the values inherent in the IB learner profile, these values will be readily apparent in classroom and assessment practices, the daily life, management and leadership of the school." Principal Michael Griffith said that there had been a plan for an IB mural or display for some time. Ideas were circulated, and a final design was chosen. Some students in the art

program, and art teacher Dan Whitley, helped with the design, while art teacher Karen DeMauro created the piece over the summer. The school funded the piece, which cost between \$1,500 and \$2,000. The mosaic was paid for partially by using student activities money.

The IB mosaic, while aesthetically attractive, does not accurately portray the high school as a whole. You can't tell what school you are walking into if all you see is that mosaic, which just says, "IB." Around the mural are the words "knowledgeable, caring, risk takers, principled, reflective, open minded, thinkers, balanced, communicators," which are the IB learner profile characteristics. There are no Shaker colors in the mosaic. IB blue dominates. There is no place on the work that says "Shaker Heights High School" or "Raiders."

The mosaic welcomes you to IB High.

Griffith said most people don't realize that in the next few years, everyone will be an IB student at Shaker as the district's plan to implement the program K-12 matures. Currently, every building is modeling itself after the IB learner profile attributes. Students in first grade paint pictures that include the learner profile terms. High school teachers are required to display posters listing the learner profile traits in their classrooms.

IB French teacher Suzanne Gyurgyik thinks the IB mosaic is beautiful. Gyurgyik loves the idea of a mosaic because she believes the IB program comprises a "mosaic of qualities."

I am not opposed to the idea of the IB mosaic, but I don't know if it should have been placed in the main entrance of the school. At the very least I think the mosaic should have included the words "Shaker Heights."

THE LEARNER PROFILE WITH A LOT TO LEARN

SARAH SHAW
OPINION EDITOR

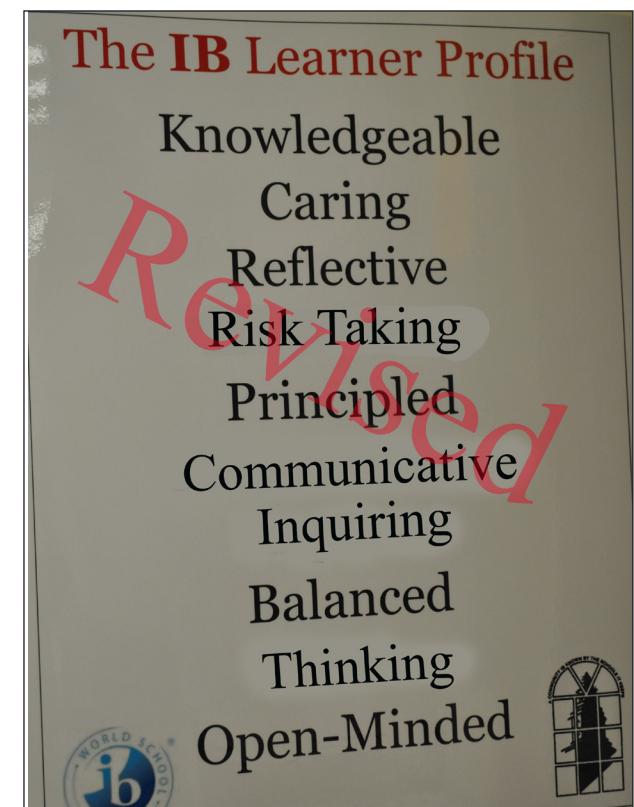
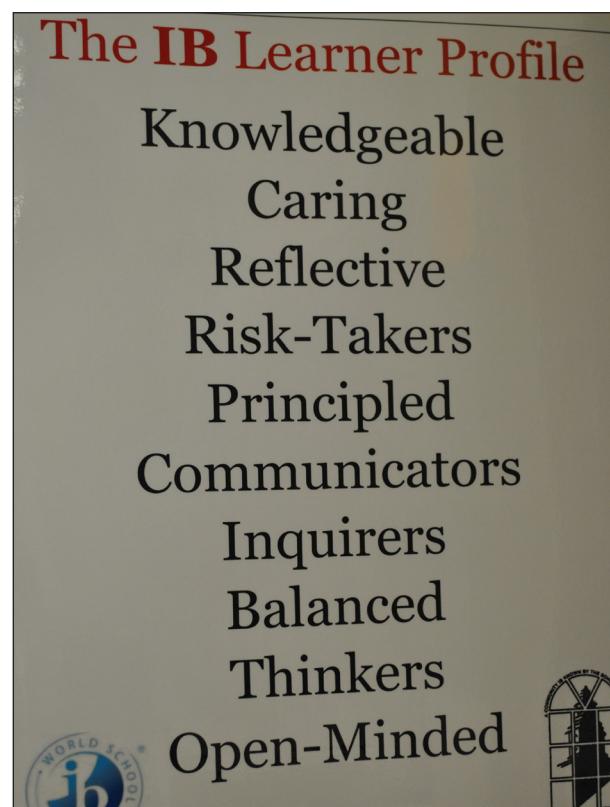
The International Baccalaureate program is supposed to teach students to be well rounded. However, don't count on the IB learner profile poster to teach you an important rule of English grammar.

Just one look at the IB learner profile poster and the reader can't help but notice a sizable grammatical error. The rule of parallel construction dictates that words in a list appear in the same grammatical form or part of speech. For example, instead of writing "thinking, writing and speech," a person following the rule of parallel construction would write, "thinking, writing and speaking."

The 10 words listed in 144-point type on the 3-foot by 2.25-foot IB learner profile poster do not honor that rule. Six of the 10 displayed on the poster are adjectives, while the other four words are nouns.

Changing the nouns to adjectives would make the poster much more consistent and easier to read. Inquirers should be inquiring, thinkers should be thinking, risk-takers should be risk-taking and communicators should be communicative or communicating. Changing the poster to include only nouns is also possible, but the result would lack elegance.

By flouting the rule of parallel construction, the IB program models poorly constructed writing. And the posters, which high school teachers are required to display in their classes, as well as the purple and yellow banners that hang from the courtyard's west wall, reflect poorly on the program and the school.



Liz Jacob • The Shakerite

Liz Jacob • The Shakerite



As Twitter became a #trendingtopic, many of us went with the flow and drank the Twitter Kool-Aid. But has a simple status update turned into a troubling craze? After all,

Cover Story

YOU ARE WHAT YOU TWEET

BY ALYSSE EBERHARD, MARISSA MILLER AND RACHEL SHAW
COVER STORY EDITORS

Facebook is dead."

So says junior Sophie Borione, who turned to Twitter as a comparable method of communication after her parents took away her texting privileges. However, she went on to say, "Twitter [exposes] people's personal lives too much."

Twitter is a popular social media network created in 2006 by Jack Dorsey. He sent the first tweet under the username @jack. Twitter users may use up to 140 characters to express thoughts. Included among those 140 characters may be hashtags (#), which denote the most important or entertaining parts of the tweet, and the commercial at symbol (@), used to alert Twitter users that a post concerns a particular person.

Celebrities use Twitter for outreach. News stations use it to provide succinct news updates. Everyday users post what they are eating or what they plan to do next, or they have conversations with friends via tweet.

As of June 2011, Twitter users sent approximately 200 million tweets a day.

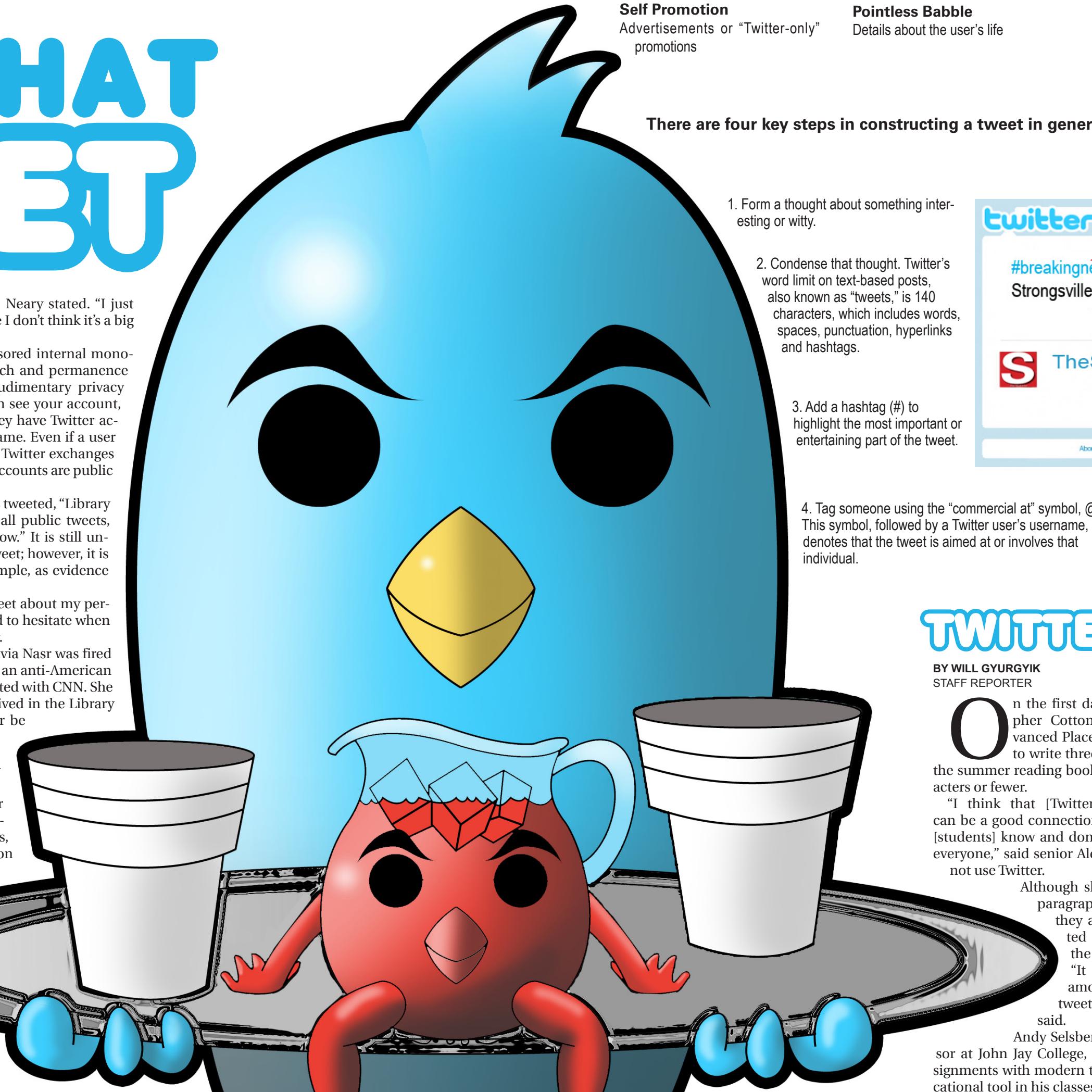
"Facebook is a classic social network, and at the end of the day I'd rather have that than a Twitter, but Twitter is just so funny. Since people are constantly tweeting and making things interesting, I'd say I'm on Twitter more than I'm on Facebook," sophomore Jen Neary stated.

Neary originally created a Twitter account because it offered immediacy. "I loved the idea of saying what was on my mind whenever I wanted to, without it being annoying like it would be on Facebook," she said. She tweets anywhere between three and 30 times per day, broadcasting her life to each of her 136 followers. She stated that her posts are about "things that make me laugh, or I quote someone that I'm with [who is] saying or doing something dumb. Also, I talk about #jennearyproblems."

THE CONSEQUENCES

After the Japanese earthquake and tsunami, comedian Gilbert Gottfried, the voice of the Aflac duck, tweeted, "I just split up with my girlfriend, but like the Japanese say, 'They'll [sic] be another one floating by any minute now.'" Gottfried apologized after the post backfired, but Aflac, an insurance company, fired him nevertheless.

Executives have been fired and athletes have lost major sponsorships as a result of thoughtless tweets, and the fact is that the average person simply does not think very much before tweeting whatever is on his or her mind. Such filtering negates the immediacy of the Twitter experience.



MICHAEL BELLAMY • THE SHAKERITE

WHAT'S EVERYONE TWEETING ABOUT?

A 2009 study done by Pear Analytics, a marketing research firm, organized tweets into six different groups

News	Spam	Conversational	Pass-Along Value
Hard news that you would hear on a national or local news station	Pointless tweets irrelevant to anyone other than the individual who posted	Twitter version of Facebook or text messages – a back and forth between users aimed to engage followers in the conversation. Any tweet that began with @ was deemed conversational	"Re-tweets," or reposting something that someone you follow has previously posted
Self Promotion Advertisements or "Twitter-only" promotions	Pointless Babble Details about the user's life		

There are four key steps in constructing a tweet in general. Here is our example of a pointless babble tweet:

76 Characters

#breakingnews just saw @MachineGunKelly in the Strongsville mall! #flashmob

TheShakerite

Any user looking for breaking news can easily find our tweet by searching for "#BreakingNews" on Twitter

The tag @Machine-GunKelly refers to Richard Colson Baker ('08), also known by his rap alias, Machine Gun Kelly. Users who follow Baker can see that he was tagged in this tweet.

The trending topic #FlashMob refers to the flash mob that Baker was recently involved in at the Strongsville Mall. For more on the flash mob, see page 2.

TWITTER MEETS ORWELL

BY WILL GYURGYIK
STAFF REPORTER

On the first day of school, Christopher Cotton challenged his Advanced Placement Literature class to write three tweets summarizing the summer reading book, "1984," in 420 characters or fewer.

"I think that [Twitter-based assignments] can be a good connection between something [students] know and don't know, but aren't for everyone," said senior Aleksa Kaups, who does not use Twitter.

Although she does not like five-paragraph essays, Kaups said they are easier, and admitted she was confused by the Twitter assignment. "It requires a certain amount of creativity to tweet about a book," Kaups said.

Andy Selsberg, an English professor at John Jay College, integrates writing assignments with modern technology as an educational tool in his classes. In a New York Times column published March 19, Selsberg wrote,

"We need to set our sights not lower, but shorter. I don't expect all my graduates to go on to Twitter-based careers, but learning how to write concisely, to express one key detail succinctly and eloquently, is an incredibly useful skill, and more in tune with most students' daily chatter, as well as the world's conversation."

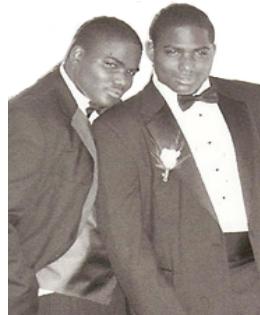
Junior Juan Schwartzman strongly disagrees with the use of social networks in education. "The moment we encourage the use of social networking sites for educational purposes is the moment [teachers] lose their already tenuous grasp over us," Schwartzman said.

He objects to social networking slang. "It adds to the slow and steady degradation of our vocabulary and grammatical ability," he said.

Senior Elise Barrington said most of Cotton's students enjoyed his assignment. "It put an edge to boring quizzes," she said. However, she believes that it should be used sparingly.

Cotton supports integrating writing and modern social networking. He is considering using the Twitter assignment again.

Barrington said, "It's a fast-changing world. I do think that five-paragraph essays are good for [analysis] but shorter writing is important, especially now."



Shaker grads launch recording careers

Chris Inniss, Shaker graduate of 2005, and his brother, Charles, recently recorded four tracks for the beginning of Innissent Records' first EP release. Needing money to produce four additional songs for the EP, Chris and Charles opened a drive to meet this funding goal by Sept. 5. The brothers met their goal and plan to finish their project by mid-fall.



"Art is meant to inspire, evoke change, maybe stir some controversy, though the latter was never our intention."

Gabe Gordon, class of 2011

THIS MURAL WAS inspired by "George Washington Crossing the Delaware," painted in 1851 by Emanuel Leutze. The painting is currently in the Metropolitan Museum of Art and is considered an American historical artifact. Last spring, seniors Michelle Scharfstein and Gabe Gordon painted a version of this work as a mural for their senior project. Their proposal detailed their intention to replace the original members of the painting with American icons, including Jesse Owens, Ernest Hemingway, Henry David Thoreau, Andy Warhol, Sacagawea, Malcolm X, Sojourner Truth, Amelia Earhart and Bob Dylan. They also proposed replacing the face of George Washington with that of history teacher Tim Mitchell.



LIZ JACOB • THE SHAKERITE

COMMEMORATIVE MURAL SPARKS CONTROVERSY

SHANE MCKEON
STAFF REPORTER

Controversy arose after two recent graduates altered their senior project mural to depict history teacher Tim Mitchell crossing the Delaware in George Washington's clothes.

For their senior project, 2011 graduates Michelle Scharfstein and Gabe Gordon painted a mural in the hallway across from Mitchell's office in Room 223. Art Department Chairman Dan Whitely oversaw the project.

The mural recreates Emanuel Leutze's 1851 painting "George Washington Crossing the Delaware" but replaces those rowing Washington's boat with American icons such as Jesse Owens and Bob Dylan.

When they proposed their project, Scharfstein and Gordon approached Whitely with the idea of replacing Washington's face with that of Mitchell. Whitely and the mural committee originally approved the idea.

Over time, however, Whitely and other teachers became increasingly uneasy about the idea, and Whitely asked the two to keep George Washington's face and write Mitchell a dedication on the mural instead. According to Whitely, the three agreed upon the change.

According to Whitely, the portrait was fully "completed" the afternoon before it was due.

"They asked me to sign the papers saying it was completed. I said, 'I'll sign them in the morning when I see you.' This was at 4

o'clock," Whitely said. "When they came in the next day . . . I said, 'Well, let me see the final piece first [before signing the papers].'" According to Whitely, between 4 p.m. and 9 a.m. the next morning, Scharfstein and Gordon painted Mitchell's face in place of Washington's.

The seniors admit to mishandling the situation. "I believe there was a lack of communication on behalf of Michelle and I," Gordon stated in a Facebook interview.

"I believe Mr. Whitely took our lack of protest as an agreement to change our idea while we were spending the entire time debating whether or not we should change it, torn between staying true to our artistic concept and vision and making concessions to please others," Gordon stated.

"The last day we decided [to paint Mitchell] . . . I think Mr. Whitely took this as a last-minute, going-behind-his-back move, when in reality it was no such thing. I admit

that I believe the situation could have been dealt with a lot more smoothly had Michelle and I been more vocal with Mr. Whitely with what we were thinking."

Overall, Gordon and Scharfstein are happy with the outcome of this process.

"In the end, our mural turned out the way we wanted it," wrote Gordon. "It is a reflection on American history, a tribute to great leaders who made a difference and inspired innovation in a vari-

ety of fields, sprinkled with what we intended to be a little bit of humor. It is also a visual representation of a coalescence of our personal passions. Art is meant to inspire, evoke change, maybe stir some controversy, though the latter was never our intention."

Whitely pointed out that unlike the artists, the murals remain at the school after graduation. Other murals around the building are still relevant to this day, while that of a retired teacher may not be relevant a few years from now.

The graduates stressed that historical relevance was not their main concern.

"Our aim was to honor two teachers, Mr. Mitchell and Mr. Whitely, who had influenced us in the best possible way throughout high school," Scharfstein wrote in a Facebook interview. "Our idea was to combine our passions for history and art, cultivated by these two teachers, in a mural that included inspirational American figures who were innovators and explorers in their fields. We wanted to honor Mr. Mitchell, a teacher who we felt inspired us to learn and explore the field of history, by placing him amidst the other important figures."

A mural in Room 230 depicting history teacher Dann Parker crossing Abbey Road with the Beatles inspired the idea.

Whitely noted, however, that the mural is not displayed in the hall where everyone can see it.

Mitchell taught both students in Advanced Placement United States History. Regarding the mural, he said, "I accepted the concept because it was important for the painting and the students involved, and I think it's unfortunate how it transpired."



Mitchell

Increased involvement between council and classes

Working to increase productivity in class meetings by closing the space between authority and students.

MARIA BROWN AND SASCHA RAE-GRAVET
STAFF REPORTERS

Oh, man. Not another meeting.

Freshmen were introduced to the class meeting ritual Sept. 7, when they spent half of third period in a room with their counselors and assistant principals.

Their response to warnings about sagging jeans, pleas for leadership and insistence on achievement?

Yawn.

"I thought it was repetitive," freshman Zach Silverman said. He did admit, however, that it was informative. "Some of the things he [counselor David Peterjohn] said opened my eyes to the opportunities of Shaker Heights High School," he said.

Though the message sounded rehearsed, the administration offered good advice: make freshman year into a positive experience full of new activities, new classes and new people, but to make education the number one priority. The delivery, however, could have been better.

By contrast, Danny Young, middle school principal and varsity men's basketball coach, is known as an exuberant speaker; some compare his style of motivational speaking to that of Bill Cosby.

"The more you give to others, the more you get back," Young said while supervising open gym Sept. 15. After sharing this public-speaking philosophy with his basket-

ball team, Young reminded them that girls like basketball boys.

According to Chris Sheridan, vice president of marketing and communications at Case Western Reserve University, adult speakers or other authority figures are at a disadvantage when addressing teenagers, because in an audience of adolescents, the speaker is hard-put to keep the audience engaged.

To avoid the authority-figure trap, Student Council redesigned their annual class meetings to represent town hall meetings this year.

The sophomore, junior and senior class meetings will take place the week of Oct. 3.

Junior Class President Parker Smith organized the new meetings, in which the student body will be able to speak make suggestions, pose ideas and ask questions after Student Council outlines its plans for the year.

Although the online Shaker calendar states that the meetings will take place from 9 a.m. to 10:50 a.m., Junior Class President Parker Smith insisted that the meetings are only supposed to take one class period. He does not know why the calendar scheduled them for almost two hours, but he made it clear that the meetings will take place during second period.

Asked why he created this town-hall-style meeting, Smith replied that in past meetings there was "no opportunity for students' voices to be heard collectively." The class of 2013 tested this idea last year, and due to input

from the class, the student council changed the class T-shirt design.

Town hall meetings are similar to what representatives in the United States Congress hold to meet with their constituents. In recent years, such congressional meetings have attracted many angry constituents, some of whom have brandished weapons and threatened their representatives. Kim Owens, and Advanced Placement Government teacher, said that Student Council's town hall meetings will allow Student Council to create a record of students' ideas, complaints and desires.

Large meetings such as the upcoming town hall meetings will be difficult to keep from turning into a circus. Sheridan advises breaking into groups so that each individual can have a voice. "The many are smarter than the one, particularly if the many are diverse," Sheridan said. "All of you as students know better than anyone else what it is like to be a freshman, sophomore, junior or senior at Shaker High."

Meetings featuring student voices can be successful. The Sept. 14 freshmen Student Council election assembly was so lively that upperclassmen remember hearing the cheering from the other side of the school. "This is a rich opportunity for a class to begin to become people who feel like they have a voice," Sheridan said.

Junior Jenny Mawhorter said that Student Council could be useful, but that they resemble real-life politicians. "They don't do anything," she said.

Town Hall Meeting Schedule

Junior class
Tuesday, Oct. 4
9:00-10:50

Senior Class
Wednesday, Oct. 5
9:00-10:50

Sophomore class
Thursday, Oct. 6
9:00-10:50

Juggling school and jobs is hard, but worth it

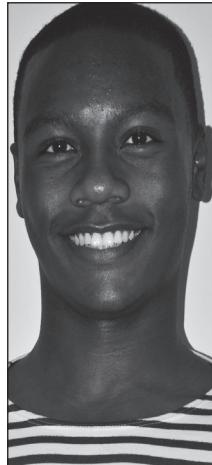
Although the unemployment rate hovers near 10 percent, students have found a way to earn some money, learn some responsibility and eat some cheap pizza. They admit that sometimes, work gets in the way of other activities. While working is a great way to earn money and gain life experience, sacrificing grades and social life tends to make minimum wage seem pretty insignificant. So whether it's the free food, easy money or new friendships that entice you to work, remember to keep your priorities straight.

BY LIZ JACOB
STAFF REPORTER



Markie Anderle
"The best part about working is getting half-priced pizza."

Works at: Dewey's Pizza
Works: about 15 hours a week
Working to: make money
Other extracurricular activities: field hockey, SGORR, PATH, Israeli Culture Club, babysitting
Priority: field hockey



Brenton Sullivan
"Every time I get a paycheck, I'm reminded of how worth it having a job is."

Works at: Shaker Heights Public Library, Bertram Woods Branch
Works: about 12 hours a week
Working to: make money
Other extracurricular activities: SGORR, Mac Scholars, swim team
Priority: school



Tia Morrison
"I chose to have a job because it allows me to stay busy in a positive and productive way."

Works at: Jump Start Gymnastics
Works: 2-3 hours during the fall and spring, but more during the winter and summer
Working to: Stay busy, make money and use free time for productive activity
Other extracurricular activities: field hockey, lacrosse
Priority: family



Pearl Ernat
"I'm really not looking forward to missing a lot of hockey games this year."

Works at: Balaton
Works: 13-15 hours a week
Working to: gain experience and money
Other extracurricular activities: Lacrosse, JCWA, Student Council
Priority: school

HOLLYWOOD SETS COME TO SHAKER, STUDENTS PARTAKE

GRAHAM FINE AND KATIE INGLIS
STAFF REPORTERS

By chance, seniors Noah Rosenblatt, Alex Gaspar and Daniel Jones starred as extras in the film "Fun Size."

"We saw the casting guy driving around the oval, and I dared Dan to ask how we could get in the movie," Rosenblatt said.

After exchanging emails and filling out some paperwork, their acting careers had begun in their hometown. For 8 hours of one afternoon, the students stood in the background of two scenes.

"...Every scene, we tried to position ourselves so we were facing the main actress," Rosenblatt said.

While these students experienced our new "movie-set" town through first-hand experience, Cleveland as a whole was being introduced to the Hollywood-like setting.

As the Ohio Motion Picture Tax Credit has been securing various productions, such as "Fun Size" and "The Avengers," the film industry continues to grow. The Ohio Motion Picture Tax Credit eliminates 25-35 percent of a production company's costs of producing a film in Ohio.

According to the Ohio Film Office, the state should expect revenue of \$17.1 million from the five projects filmed here this year.

Seniors Morgan Wright and Nora O'Connell, who live in close proximity to the set location, embraced the new atmosphere.

"I felt a little like we lived in Hollywood or NYC," said Wright. "Sometimes I had to change my route to get to and from my house, but it was never a huge annoyance because I... felt special that they chose a location in an area that I've known my whole life."

"...It was interesting to be able to walk across the street and see what it's like to be on a movie set; the make-up trucks, food stands,

props and everything else it takes," said O'Connell.

Allie Levin ('09), an intern for the Greater Cleveland Film Commission, spent a lot of time on movie sets this summer, including those of "The Avengers" and "Boot Tracks." Levin said that Cleveland can expect further excitement. "I have already heard talk about a video game and four or five other films that will quite possibly be produced in the area," she said.

O'Connell articulated the views of many residents who were privy to filming over the summer. "I can't wait to see [Fun Size] when it comes out," she said. "To be able to point at the screen and say, 'I drive past that house every day!' It makes me proud to live here."

Rosenblatt said, "[The filmmakers] try to put emphasis on making it seem real, and now it really will be. I can definitely cross it off my bucket list."

How tough is high school? Ask these members of the class of 2015

KATHLEEN KALAFATIS AND ERICA SEMAN
SPOTLIGHT EDITORS

As part of an ongoing series, Spotlight will check in with four Shaker freshmen throughout the school year to learn how their high school careers are evolving.

"It's good, it's awesome" Calhoun said in regard to her first day of high school.

In every freshman class, some students dread their first year of high school; others embrace it. Regardless after a few weeks, freshmen warn their younger friends about the amount of schoolwork and the upperclassmen.

In turn, these students make their way to the high school.

Brian Gao, who moved from China prior to kindergarten, has had no family members pass through the Shaker school district ahead of him and was ambivalent prior to the beginning of school.

Gao said he anticipated the increase in homework and bigger class size. However, he noted, "It's not that different than the middle school. That's what surprised me." He said the high school's structure was similar to that of the middle school, but that he did get lost after losing his schedule.

Unlike Gao, Walker Edwards, who has attended schools in the Shaker district since fourth grade, said he was surprised that there was more homework than he initially expected.

Hayley Calhoun, who heard rumors of high school from her sister, said, "[People said to] just do your work, just get to class on time."

Maeve Scully, who has a sister in eleventh grade, said, "The work load is not exaggerated", having heard rumors about the amounts of homework.

She also prefers the high school to the middle school and is surprised by the drastically increased freedom high school students have.

Edwards heard about the responsibilities of high school as well as the students. "I heard about



Walker Edwards Hayley Calhoun Brian Gao Maeve Scully

homework, fights, drugs and upperclassmen being jerks to the freshmen, which I haven't seen," he said. He has also heard about "upperclassmen giving freshmen the wrong directions, which I think is hilarious" he said.

Scully, on the contrary, said that she did hear a lot of rumors about the upperclassmen. She stated that all of the older students she has met are nice.

Edwards said that he enjoys the high school more than the middle school because the classes are more challenging. He wasn't worried about not knowing people in his class. His main concern, similar to other freshmen upon entering the high school, was getting lost and being late to class.

Scully said that she was nervous about knowing people as well. "I felt better knowing I had at least one friend in every subject," she said.

Gao says he was anxious at orientation. This nervousness is not unusual. English teacher Jewel Reid said that explaining the transition to high school is essential to her students' success. She said, "With my ninth graders I spend about two days [on the basics of high school]."

Aside from this anxiety, freshmen are interested in joining clubs.

Gao plans on joining Science Olympiad, Latin, Chess, Chinese, Speech and Debate. Calhoun is planning on joining International Culture Club, SHARPP, basketball and track and field. Edwards already joined Quidditch and may try out for SGORR and Ultimate Frisbee but sees these commitments as more activities to fit into his day. Scully is on the cross country team and a member of German Club.

At this point, Edwards, Gao and Calhoun all feel up to the academic demands. Edwards and Gao feel these demands will increase while Calhoun said it will get easier once everything is settled. As the first week of school went by, Edwards said he felt "more comfortable" with his surroundings.

Scully, who currently feels able to handle her work load, also stated, "I'm under the impression they'll get easier once I get settled."

Tardy sign-in sheets, where they are posted, have little impact on students

KOURTNEY BURNS
STAFF REPORTER

The policy requiring students to sign in for late arrival has become irrelevant.

The sign in sheets, if even acknowledged by the students, are not taken seriously.

The document students were previously forced to sign when arriving late to class are now hardly even a part of most students' lives. Senior Aminata Kaba summed up students' attitude about signing in. "No one takes it seriously," she said.

Only two out of eight classrooms in the second floor science wing displayed a tardy sign-in sheet during the second week of class.

Senior Bria Berts said that when she was a freshman, some teachers "took it for granted." Berts added, "They [said] they would enforce it, but it never happened. Or, if they did, students still didn't care."

The sign-in sheets are used along with a tardy policy checklist that maps out the various punishments for offenses, including phone calls home, detentions, referrals to assistant principals and suspensions.

U.S. Government and Psychology teacher, Mrs. Hagstrand, explains that the process of following the policy based each offence

and its consequence, leaves more work than needed for teachers. Hagstrand faces taking daily attendance, then stopping to check the sign-in list for late comers, and then having to count up how many times a student is late as an annoyance. She feels that the attention should be directed to the students who were responsible enough to show up on time.

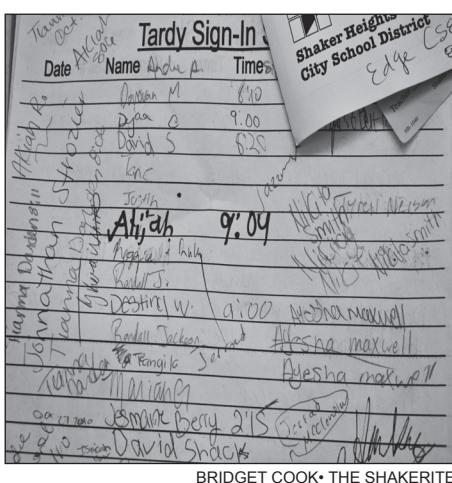
Hagstrand also felt those students who do not arrive on time shouldn't even be allowed into the class without a pass.

Hagstrand said signing in lacks impact. "I don't think it's very effective because I think that learning occurs much better if there are immediate consequences, rather than delaying consequences."

Some teachers have gotten creative. Room 276 features a sign on the door that reads, "If you are tardy, and the door is locked, knock three times and wait patiently. Get a pen/pencil out to sign in."

According to Shaker's handbook, "Tardiness will impact the student's grade. Tardy students miss critical assignments. Work missed may not be allowed to be made up . . . teachers will assign detention, contact parents . . . and/or increase students' course requirements."

"Some teachers just don't care, and some teachers, they're, like, on you, but you should force yourself to do things and get to class early" Kaba said.



BRIDGET COOK • THE SHAKERITE

STUDENTS SCRIBBLED ON this sign-in sheet.

If you are tardy and
the door is locked,
knock 3 times and
WAIT patiently

Get a pen/pencil out to sign in

LIZ JACOB • THE SHAKERITE

A SIGN ON the Room 276 door addresses late arrivals.



Recycle Your Closet for Cold Ca\$h!

Check out Plato's Closet Beachwood!
Plato's Closet Beachwood wants the Shaker Raiders to recycle their closets for CA\$H! We buy and sell gently used guys and girls clothes, shoes and accessories from all your favorite brands. You'll look great and your wallet will feel even better!

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What's the deal with heels?

Every blister is worth it if you can be a couple inches taller or a bit more confident, right, girls?

Everyone has seen girls trudging up and down the halls while wearing three-inch heels. Why? It can't feel good, and it takes about twice as long to get to class. High stilettos not only cause pain, but they account for long-term issues, like torn ligaments, knee and back problems and arthritis. So you might like your new shoes but your feet won't.

With that in mind, people still choose to wear heels.

"I'm little, and people don't notice me," said junior Savanna McCarthy. "When I wear heels

people are like, 'What is she all dressed up for?'" McCarthy sports heels three to four times per week. Heels not only boost your height; they also boost your self-esteem. So if you want to look good, there are shoes that don't kill your feet.

The most important aspect with shoes is the fit. It's funny how shoes always fit in the store but once you cut off the tag, they magically shrink two sizes. Before you commit to a pair of shoes, wear them around your house, so you can still return them if you discover they really don't fit.

Flats and kitten heels are always a good, comfortable, option. But if you prefer heels, choose a pair with a thicker, shorter heel. The chunkier the heel, the more balance it offers.



Elana Ross



Muddy meets drive up times

Due to mud, the average men's race time in Brecksville-Broadview Heights High School's Bruce Lerch Invitational cross country meet Sept. 10 was 3:25 minutes slower than the average time in the same 5k race in 2009. "I fell twice in the same five steps," senior runner Jonah Weinstein said. "I don't want to sound dramatic, but I just tried not to fall over."



Raider Zone



IAN ROUND•THE SHAKERITE

NO FIELD, TRACK, MONEY

Shaker waits for donors to purchase new facilities

BY IAN ROUND
RAIDER ZONE EDITOR

The high school will not have a turf field until the district finds a donor, according to Athletics Director Don Readance.

And there is no timetable.

Readance wants the high school's football field and track to be replaced. Ideally, the Onaway/Woodbury field would be replaced with turf as well. Readance said that field lights are out of the question as well, and that, for now, so is the second turf field.

The high school track is covered in bubbles and patches and comprises multiple surfaces with different textures. Readance said that before it was installed, the earth underneath was poorly drained, causing the track to bubble up. The football, soccer/lacrosse, and field hockey fields have are riddled with dirt patches. A divot in the soccer/lacrosse field was filled with sand.

Readance said a turf field and new track would cost at most \$1.5 million. The citizen committee in charge of buying new facilities compiled a list of potential alumni donors, including Browns owner Randy Lerner and

Roger Penske, founder and chairman of Penske Racing Corporation. Lee Weingart, a member of the committee, would not say whom they had contacted, if anyone. "I'm not really comfortable about [discussing] any of our efforts to raise money," Weingart said.

The committee has considered buying a cheaper, used turf field from professional teams.

Weingart said that a small amount of money has been raised, but not nearly enough to purchase a track or field. "It's not a material amount of money," he said.

Although there is no timetable, Weingart said, "We'd like to see this sometime next year, with Shaker going to the Northeast Ohio Conference."

Readance had blueprints for the new facilities last spring, but would not show them to The Shakerite this month because the plans for the facility have changed drastically.

Last spring's plans featured a brick entrance at the north end zone leading to a new track and turf field. There was also a visitors' locker room near the baseball scoreboard with running water and bathrooms that could be used by both baseball and football teams.



LIZ JACOB•THE SHAKERITE

THE FOOTBALL TEAM'S daily use of the baseball outfield during practice has rendered the field nearly unplayable. Senior outfielder and pitcher Andrew Wood said, "It makes it difficult to read ground balls."

The AD's wish list

- 1 New red track.
- 2 Artificial turf field. Ideally two. One would be at the high school, the other at Onaway/Woodbury.
- 3 College-style ticket area and different gates and fencing at the high school field.
- 4 A complete visitors' locker room separate from the school. It would be built between the baseball and football fields on the Onaway side.

COMPILED BY IAN ROUND AND KYRA HALL

GO FIGURE, IT'S NOT VARSITY

Figure skaters face morning practices and participation fees

BY ALEX SMITH
STAFF REPORTER

Despite numerous attempts to establish a Varsity Figure Skating Program at Shaker, the sport remains a club because the district is unwilling to fund, and support it.

The Shaker Figure Skating Team has been in existence for six years, and has become a premier skating program in Northeast Ohio.

A few years ago, the program asked the Shaker Athletic Department if they could offer a varsity letter to recognize committed skaters and their dedication to the sport, which was granted.

This was after many proposals by skaters and staff to establish figure skating as a varsity sport, which the Athletic Department turned down. In order to gain funding from the district and the Parent Teacher Organization, skating must be considered a varsity sport in the Shaker Athletic Program.

The Shaker Club, based out of Thornton Park, is built of individually talented skaters and although it is called a team, skating is a much more individual sport.

Everyone in the program has their own individual coach that they take lessons from, which can be very straining and time consuming.

"I practice six days a week, an hour and a half each time, before school and on the weekends," sophomore Lizzie Weingart said.

The work to become a talented figure skater is greatly underestimated, and the sport remains unappreciated.

"It is physically difficult and straining, and it involves a lot of conditioning and mental focus," Junior Annie Stout said, "Flexibility and poise are two things that are critical to how well a skater performs."

According to Nancy Schachtel, adviser to the program, there is only one tournament where skaters sign up as a team to represent their respective schools.

The Shaker Figure Skating Club brought back The Ohio High School Figure Skating Championships in February of 2006, and has existed every February since. Skaters can start in the competition as young as 5th grade and can participate until they graduate.

It is only thirty-one dollars to enter altogether as a team, plus additional entrance fees charged to the individual skaters. The scores of all the skaters are added up to create a school score, which then reveals the winning school. Skaters are scored from two programs, a short one which can last between 2 minutes and 2 minutes and 50 seconds, and a long one which is 2 and a half to 4 minutes.

There is a judging system used for a certain level of skaters and above, where skaters receive points for the elements included in their routines, and how well they perform that element.

Skaters can be deducted if that element is poorly executed, or if they stumble or fall at anytime in their routine. Each element holds their own point value.

If performed well, the element could add one, two, or three points on to the skaters score; if performed poorly, it can deduct up to three points.

The Club earned the rights to a varsity letter; however there are certain tasks a skater must fulfill before earning their letter:

A skater must compete in the Ohio High School competition in at least five events, at least of which must be while they are a student at Shaker. In addition, a skater must fulfill two of the following three requirements:

Pass at least one skating test. These are offered by individual clubs with United States Figure Skating trained judges.

Compete in at least four events at the Ohio High School competition.

Skate at least one hundred twenty hours in the year (approx. 2.5 hours a week), throughout the year as it progresses.

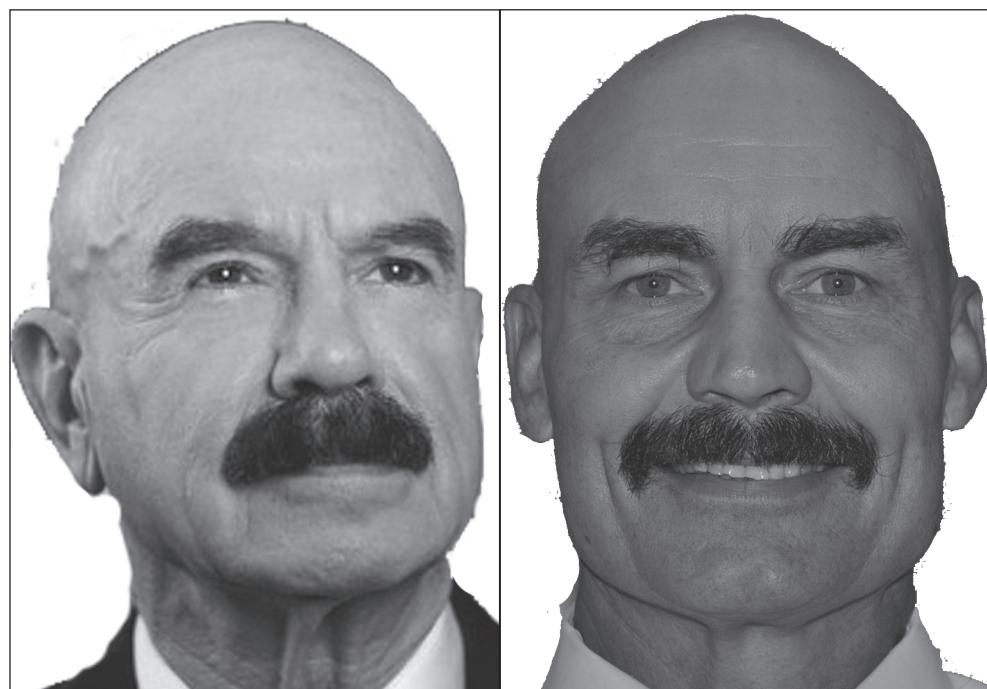
Figure skating remains just a club in Shaker for now. "The skaters just want to be recognized for their sport," Schachtel later said.



SOPHOMORE
LIZZIE WEINGART performs a haircut spin variation in Nashville. "I practice six days a week, an hour and a half each time, before school and on the weekends," she said.

Separated at birth?

TEACHERS OLD ENOUGH to remember the presidency of Richard Nixon may have to look twice at football coach and math teacher Art Bortnick, who looks nearly identical to former FBI agent G. Gordon Liddy. Liddy (left) served nearly 52 months in prison for his role in the 1972 Watergate scandal. Five men, at his direction, broke into the Democratic National Committee office in the Watergate building in Washington, D.C. to gain an advantage for Nixon in his successful re-election bid. Bortnick, who coached at Benedictine before this year, presumably doesn't want Liddy's prison time, infamy or AM radio talk show. However, Bortnick said, "I wish I had his money."



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EVERYTHING'S COMING UP ROSES FOR ROZIER

Senior Terry Rozier becomes a Louisville Cardinal after being offered a full-ride scholarship

BY KYRA HALL
RAIDER ZONE EDITOR

When and how did you get into basketball?

"When I was little I went to a recreational center called Zelma Geroge. I started off playing rec ball."

Did you ever picture yourself playing college basketball?

"When I was little, I loved football, but when I finally got serious with basketball, yes."

How much time do you commit to basketball?

"All of my time. I give up being with friends, family, eating and sleeping. It's basketball 24/7."

Other than the school team, what camps, clinics or teams have you been involved with?

"I've been to three camps; Chicago for Deron Williams' top 20 point guards, Akron for The LeBron James Skills Academy, and Oregon for the Nike USA camp. I play AAU basketball allowing me to travel all over the country, and when you do well and are looked at you get invited to camps."

What was it like being around LeBron?

"It was an honor to be in his presence and play with him. I've never been a huge Cleveland fan so I wasn't bitter towards him. It was cool to see him laugh and joke around."



What is the recruiting process like?

"Our [the player's] job is to hoop to the best of our ability. When you do good in AAU, schools will reach out to you to show their interest by either calling you or sending you a letter. If they continue to show interest, the school will contact your coach, offer you money on the table [partial scholarship], or a full-ride scholarship. It is their job to reach out to you."

Did Louisville make an offer to you?

"Yes, then I had to choose out of all of the schools that made me an offer. However, Louisville has always been my dream school."

(Schools that made offer to Rozier: Louisville, Cleveland State, Illinois, Akron, Cincinnati, Dayton, Kent State. Rozier was offered a full-ride scholarship by Louisville.)

What do you hope to bring to Louisville?

"Leadership. The point guard we have now may enter the NBA draft, which would force me to take over and be a leader. That's a big step for me."

What are your goals this season for Shaker?

"To get to states and win a state championship. We're already looking good this year and we're hungry."

Do you have long-term plans when it comes to basketball?

"Of course, being in the NBA someday has always been in my dreams. My goal is to play in college for two to three years, get drafted, and then give back to Shaker."

"Being in the NBA someday has always been in my dreams."

Terry Rozier

Fast facts for new Louisville fans

1) The correct pronunciation is "Lou-ee-ville," not "Lew-is-ville."

2) The Louisville Cardinals' biggest rivals are the Kentucky Wildcats. The teams first played each other in basketball in 1913.

3) The rivalry became even more intense when Rick Pitino, former head basketball coach for Kentucky became the coach for Louisville.

4) Louisville is 77.5 miles away from Lexington, the home of the Wildcats.

5) From 1912-2011 Louisville has beaten Kentucky 10 times, and lost to Kentucky 14 times.

6) Being a Cardinal runs in the family. Rozier's cousin, freshman Zach Price, is the center for the Cardinals.

KYRA HALL



Goggles are sweaty, inhibit vision

Now in effect for the 2011 fall season, every high school field hockey team across the country is required to wear goggles approved by the National Federation of State High School Associations. "They really obstruct my depth perception, and on hot days they redirect sweat into your eyes which can be awful for those who wear contacts," senior captain Catherine Taylor said. The goggles also interfere with vision and hand-eye coordination profusely. Sweat accumulated from the goggles absorbs and then drips down player's faces to add another distraction.

Clinic uses blood test to research head trauma

The Cleveland Clinic conducted blood tests on about 30 players after the Sept. 17 football game between Baldwin-Wallace and Heidelberg looking for changed levels in a protein that could help assess the risk of concussions. The test could be administered on the sidelines immediately after a hard hit and would help players know if they need to stop playing. Content of the protein, S100B, is usually negligible beyond the brain, and drastically increases after a sharp impact to the head. This blood test is widely used outside of the US and is more effective than a CT scan or MRI, which don't always show brain damage. Ideally, the test would be similar to a diabetes finger-prick.

Kyra Hall•The Shakerite

IAN ROUND AND KYRA HALL

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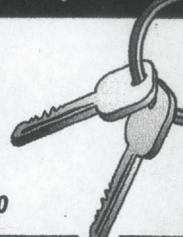
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All atwitter for Twitter

The 140-characters-or-fewer social network, Twitter, is quickly beating out its competitors to gain the attention of young social networkers. But as these tweeters ramp up their posting, Twitter has found its way into many students' every day speak. Is this an emerging dialect or just a cultural fad? Check out pages 8 and 9 to learn more about this #phenomenon.

COVER ART BY MICHAEL BELLAMY



Editors' Note

How to read The Shakerite

From 2008 to 2009, printed newspaper subscriptions dropped by 10.6 percent, and they continue to fall. Candace Perkins Bowens, director of the Ohio Scholastic Media Association, said that the effect of this decline is especially apparent in high school students today. Bowens stressed the importance of parents in setting an example of newspaper readership. But fewer papers hitting driveways each morning means fewer students gaining newspaper literacy at the breakfast table. "They're not used to seeing as much newspaper reading going on at home," Bowens said.

Reading news online from a variety of sources is easy, but we wonder whether people reading screens really notice how a newspaper is structured, or that every page or story pursues the same pur-

pose or follows the same rules. As readers move from print to online news sources, it's become clear to us that newspaper literacy is in decline in the high school.

This year, we will use this space to explain one aspect of The Shakerite every month to guide readers through the paper. In the last few years, we've been especially puzzled by comments from classmates that reflect a misunderstanding of editorial, or opinion, pieces.

Among the most frequent are variations of the complaint, "That article is so opinionated." This month, we focus on the Opinion Section so readers understand its purpose and the rules that apply to its coverage.

By Graham Fine and Ilana Kramer

Opinion Logo

On the first page of every section, a logo bearing the section name appears in the corner. This "O" represents the Opinion section. Opinion editors and guest writers write the columns and stories that appear on each page in this section. Letters to the editor also appear here. Text in this section has features that visually distinguish it from news stories. The left margin of the opinion text is flush, or smooth, and the right margin of the text is ragged, or uneven. Other articles in the paper, such as news and features, appear in justified text (smooth on both margins). Stories typically include the writer's personal opinion concerning an issue in the world or the Shaker community. All stories, art and infographics that appear on Opinion pages express just that – opinions. They express a point of view about a news event, usually one that is covered elsewhere in the paper. While readers should expect stories in this section to be fair and accurate, they should not expect them to be neutral, objective or without point of view.

Opinion Column

This mug shot isn't suggesting that Katie Inglis is a criminal. Seeing a writer's face alongside text shows that this story isn't hard news – it's a column. Every column is a personal account or a personal opinion about a news event, a social trend or an event in the writer's personal life. For example, in this column, Inglis wrote about her experience going through airport security shortly after full-body scanners and pat-downs began. Because it is not a news article, she uses the first person and personally criticizes the policy and its execution. However, there are specific cases in which a columnist's fairness can be questioned. Plain Dealer columnist Connie Schultz resigned Sept. 19 because of her husband's upcoming Senate re-election campaign. She was recently criticized for writing a column about a Tea Party rally at which one of her husband's opponents spoke.

'Rite Artist'

Each year, a 'Rite Artist' is recruited to be a part of The Shakerite staff. Junior Fari Bustamante debuts in this month. The 'Rite Artist' creates an editorial cartoon that provides visual and often satirical commentary on some aspect of the 'Rite Idea' every month. The 'Rite Artist' also draws many other hand-rendered or computer designed pieces that appear elsewhere in the paper.

'Rite Idea'

Every month, this staff editorial expresses the newspaper's opinion about a major story found in another section of the newspaper. The Opinion section editors, the editors in chief, the managing editor and two elected editors comprise the Editorial Board. This group contributes ideas, reaches consensus opinion about one of them and writes this staff editorial each month. For this reason, it is not signed by an individual. However, Editorial Board members are noted in the newspaper's staff box, which appears at the bottom of this page. This editorial expresses the voice of the newspaper and strives to provide editorial leadership and serious, opinionated commentary on an important issue.

The Shakerite

26 September 2011 • Volume 82 • Issue 1
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